

# Promoting Staff Capacity for Program M&E Design

# Historical Challenges to Effective Program M&E

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- Limited M&E capacity: insufficient knowledge of M&E terms, strategies and policies
- Limited M&E ownership: vague understanding of who was responsible for M&E
- Limited M&E relevance: data did not always “tell the story” of the program



# Program-Focused M&E: A Mission Statement

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To provide program staff with the tools, resources, and expertise needed to develop and carry out M&E strategies that strengthen program design, guide program implementation and accurately capture program results.

# What Should Program-Focused M&E Accomplish?

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- Clear and concise conceptualization of problem, as well as nature/scope of intervention
- Consensus on projected outcomes/impact and how to measure their achievement
- Joint plan for program monitoring and data collection
- *Sense of ownership and commitment in carrying out the M&E plan*

# Perceptions of M&E

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| 7  | INDICATOR  | INDICATOR TYPE AND SOURCE   | DEFINITION, UNIT OF MEASUREMENT, DISAGGREGATION   | CRITICAL ASSUMPTIONS & RISKS   | DATA SOURCE, COLLECTION, AND ANALYSIS METHOD   | USE AND REPORTING  |  |  | FY1                                       |        | FY2    |        | FY3    |        |  |
|----|--|---|---|--|--|--|--|--|---|--------|--------|--------|--------|--------|--|
| 8  |  |   |   |  |  | USE OF DATA  | FREQUENCY OF COLLECTION, RESPONSIBLE FOR DATA  | BASELINE   | TARGET                                    | ACTUAL | TARGET | ACTUAL | TARGET | ACTUAL |  |
| 9  | OBJECTIVE 1:   |   |   |  |  |  |  |  |   |        |        |        |        |        |  |
| 10 | Indicator 1.1 Write out the indicator here. If it is an F-indicator, write it out exactly as it appears at <a href="http://www.state.gov/f/indicators/index.htm">http://www.state.gov/f/indicators/index.htm</a> | Type: Output, outcome or impact?<br><br>Source: If the indicator is customized to the project, write "Custom." If it is an F-indicator, please use the corresponding number | Definition:<br><br>Unit of Measure: Describe the unit that is being measured (i.e. Individual, political party, CSO record, etc).<br><br>Disaggregated by: List out all variables that require disaggregation (for example: women, youth, minority status, religion, political party, | Briefly explain any critical assumptions and risks related to this result and objective. | Data Source: Explain where the data will be drawn from.<br><br>Collection & Analysis Method: Explain what method will be used to collect the data, and how the data will be analyzed.<br><br>Potential Data Source and Collection Challenges: Briefly explain any challenges | Use of data: Explain how the data will be used (for example: to inform programmatic decisions, to measure progress toward the objective, and so on). | Frequency: Explain how often the data will be collected.<br><br>Responsible party: Explain which institute and which position is responsible for collecting and using the data (e.g. "IRI field officer"). | Clearly explain what the baseline is for this indicator, the source of the baseline data, and the year it was established. | State the indicator target for each year. |        |        |        |        |        |  |
| 11 | Indicator 1.2  | Type:<br><br>Source:  | Definition:<br><br>Unit of Measure:<br><br>Disaggregated by:  |  | Data Source: .<br><br>Collection & Analysis Method:  | Use of data:   | Frequency:<br><br>Responsible party:   |  |   |        |        |        |        |        |  |
| 12 | INTERMEDIATE RESULT 1.1:   |   |   |  |  |  |  |  |   |        |        |        |        |        |  |
| 13 | Indicator 1.1.1  | Type:<br><br>Source:  | Definition:<br><br>Unit of Measure:<br><br>Disaggregated by:  |  | Data Source: .<br><br>Collection & Analysis Method:  | Use of data:   | Frequency:<br><br>Responsible party:   |  |   |        |        |        |        |        |  |
| 14 | Indicator 1.1.2  | Type:<br><br>Source:  | Definition:<br><br>Unit of Measure:<br><br>Disaggregated by:  |  | Data Source: .<br><br>Collection & Analysis Method:  | Use of data:   | Frequency:<br><br>Responsible party:   |  |   |        |        |        |        |        |  |
| 15 | INTERMEDIATE RESULT 1.2:   |   |   |  |  |  |  |  |   |        |        |        |        |        |  |
| 16 | Indicator 1.2.1  | Type:<br><br>Source:  | Definition:<br><br>Unit of Measure:<br><br>Disaggregated by:  |  | Data Source: .<br><br>Collection & Analysis Method:  | Use of data:   | Frequency:<br><br>Responsible party:   |  |   |        |        |        |        |        |  |
| 17 | Indicator 1.2.2  | Type:<br><br>Source:  | Definition:<br><br>Unit of Measure:<br><br>Disaggregated by:  |  | Data Source: .<br><br>Collection & Analysis Method:  | Use of data:   | Frequency:<br><br>Responsible party:   |  |   |        |        |        |        |        |  |
| 18 | OBJECTIVE 2:   |   |   |  |  |  |  |  |   |        |        |        |        |        |  |
| 19 | Indicator 2.1  | Type:<br><br>Source:  | Definition:<br><br>Unit of Measure:<br><br>Disaggregated by:  |  | Data Source: .<br><br>Collection & Analysis Method:  | Use of data:   | Frequency:<br><br>Responsible party:   |  |   |        |        |        |        |        |  |
| 20 | Indicator 2.2  | Type:<br><br>Source:  | Definition:<br><br>Unit of Measure:<br><br>Disaggregated by:  |  | Data Source: .<br><br>Collection & Analysis Method:  | Use of data:   | Frequency:<br><br>Responsible party:   |  |   |        |        |        |        |        |  |
| 21 | INTERMEDIATE RESULT 2.1:   |   |   |  |  |  |  |  |   |        |        |        |        |        |  |
| 22 | Indicator 2.1.1  | Type:<br><br>Source:  | Definition:<br><br>Unit of Measure:<br><br>Disaggregated by:  |  | Data Source: .<br><br>Collection & Analysis Method:  | Use of data:   | Frequency:<br><br>Responsible party:   |  |   |        |        |        |        |        |  |
|    | Indicator 2.1.2  | Type:<br><br>Source:  | Definition:<br><br>Unit of Measure:<br><br>Disaggregated by:  |  | Data Source: .<br><br>Collection & Analysis Method:  | Use of data:   | Frequency:<br><br>Responsible party:   |  |   |        |        |        |        |        |  |

# IRI's Approach to M&E Design

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- Define the program theory (problem statement, theory of change and action, and objectives)
- Create a results chain
- Work through a program theory framework
- Complete the M&E matrix

# The Program Theory

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## Problem Statement:

- What is the problem that we want to address?
- What is causing the problem?
- Who does the problem affect?
- What is the broader impact of the problem?

## *Theory of Change and Theory of Action:*

- How will change come about?*
- How will our program contribute to this change?*

## Objectives:

- What is the end state that our program will lead to?

# Results Chains

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- Help distill complex program logic into concrete steps and expectations
- Expose assumptions, jumps in logic and flawed reasoning
- Create an easily understood summary of program theory, and the “roadmap” to achieving the objective

# Common Complaints About Results Chains

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- *I don't understand what you mean by "inputs, outputs, outcomes and impact"*
- *My program is responding to a complex situation. A results chain is too simple and too linear to capture what I'm trying to do.*
- *I know what my inputs and outputs will be – but outcomes really depend on how the situation develops.*

# Questions to Ask to Create a Results Chain

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*What steps have to happen for the objective to be achieved?*

Illustrative questions to tease out steps:

- What behaviors/relationships need to develop or change for this to happen?
- What needs to be in place (actors, skills, processes) for this to happen?
- What does the program need to do to make sure this happens?

# Sample Results Chain Using Results Mapping

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*Objective:*

*Political parties in Country X campaign on issues of concern to voters in anticipation of the 2011 parliamentary elections*

Party members participate in training

Party members gain knowledge/skills in issues and issue-based messaging

Party members are more motivated to perform issue-based campaigns

Parties/candidates develop issue-based messages and campaign strategy


Parties/candidates campaign on issues of concern to voters

Citizens ID party/candidates by issues

Citizens decide which party/candidate to vote for based on issues


# Using the PTF to Expand on the Results Chain

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| RESULT CHAIN STEP  | SIGNS THIS STEP HAS BEEN ACHIEVED   | WHAT WILL IRI DO TO ACHIEVE THIS STEP?  | WHAT OTHER FACTORS WILL AFFECT THIS STEP?   |  |
|--|---|---|---|--|
|  |   |   | WITHIN PROGRAM CONTROL  | OUTSIDE PROGRAM CONTROL  |
| (1) Party members participate in issue-based message training.<br> | 1. Full attendance<br>2. Leadership or decision makers attend<br>3. Active participation<br>4. Participants walk away satisfied | 1. Public opinion survey conducted<br>2. Survey methodology and survey results training<br>3. Issue-based message/campaign development trainings<br>4. Solicit buy-in from leadership | 1. Engaging training design<br>2. Qualified and effective trainer<br>3. Environment conducive to learning (room set-up) | 1. Buy-in from leadership<br>2. Political environment (ability to speak freely, ability to travel to a training, etc.) |

# Using the PTF to Identify Indicators

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| RESULT CHAIN STEP   | SIGNS THIS STEP HAS BEEN ACHIEVED   | WHAT WILL IRI DO TO ACHIEVE THIS STEP?  | WHAT OTHER FACTORS WILL AFFECT THIS STEP?                | HOW TO MEASURE  | DATA NEEDED TO  |
|---|---|---|--|---|---|
|   |   |   | W  | HOW TO MEASURE ACHIEVEMENT OF STEP (INDICATOR)  | DATA NEEDED TO MEASURE ACHIEVEMENT?   |
| (1) Party members participate in issue-based message training.<br><br> | 1. Full attendance<br>2. Leadership or decision makers attend<br>3. Active participation<br>4. Participants walk away satisfied | 1. Public opinion survey conducted<br>2. Survey methodology and survey results training<br>3. Issue-based message/campaign development trainings<br>4. Solicit buy-in from leadership | 1. En<br>desig<br>2. Q<br>effec<br>3. En<br>conc<br>(roo | <b>HOW TO MEASURE ACHIEVEMENT OF STEP (INDICATOR)</b><br><br># people trained<br><br># of leaders in attendance<br><br>active engagement<br><br>buy-in from leadership attained | <b>DATA NEEDED TO MEASURE ACHIEVEMENT?</b><br><br>Attendance records/participant lists<br><br>Direct observation<br><br>Written/verbal acceptance from leadership |

# Identifying Graduated Progress Markers\*

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Graduated progress markers help to identify how we might know when a result chain step is achieved, and what potential indicators are appropriate.

## Facilitating questions:

- Think of small changes you hope to see in the short term, as well as more long term transformational changes.
- What changes do you expect to see, what changes would you like to see, and what changes would you love to see?

\*For more information, please see: Earl, Sarah, Fred Camden and Terry Smutylo: *Outcome Mapping: Building Learning and Reflection into Development Programs*. IDRC, 2001.

# Sample Graduated Progress Markers

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## *Result:*

Parties/candidates develop issue-based messages and campaign strategy

## *Expect to See:*

Parties produce written strategies

## *Like to See:*

Parties' written strategies are based on research of constituent needs

## *Love to See:*

Written strategies are communicated with regional offices, members, volunteers and other implementing organs

# What a Program Theory Framework Provides

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- Expectations for the program (what activities must be completed to achieve a results step)
- Definitions of what achievement of a results chain step could look like (graduated progress markers)
- Understanding of what is and is not within program's control
- Understanding of how achievement of a results chain step should be measured (potential indicators)
- Explanation of what data should be collected to measure indicator achievement

# M&E Matrices (PMPs, PMEPs, ROMAs)

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- Are the mechanisms by which programs can be assessed and held accountable
- Show how progress down the results chain will be measured
- Together with work plans, keep programs focused and on track

# Common Complaints About M&E Matrices

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- *These indicators aren't capturing the results I'm achieving*
- *I don't know how to collect the data needed to measure this indicator*
- *These indicators don't take into consideration conditions on the ground/cultural norms/mitigating factors*

# M&E Matrices (PMPs, PMEPs, ROMAs)

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| INDICATOR   | INDICATOR<br>TYPE AND<br>SOURCE   | DEFINITION, UNIT OF<br>MEASUREMENT,<br>DISAGGREGATION   | CRITICAL<br>ASSUMPTIONS<br>& RISKS   | DATA SOURCE,<br>COLLECTION, AND<br>ANALYSIS METHOD   | USE OF DATA  | FREQUENCY OF<br>COLLECTION,<br>RESPONSIBLE FOR<br>DATA COLLECTION   | BASELINE   | TARGET                                    | ACTUAL |
|---|---|---|--|--|--|---|--|---|--------|
| <b>OBJECTIVE 1:</b>   |   |   |  |  |  |   |  |   |        |
| <b>Indicator 1.1</b> Write out the indicator here. If it is an F-indicator, write it out exactly as it appears at <a href="http://www.state.gov/f/indicators/index.htm">http://www.state.gov/f/indicators/index.htm</a> | <p><b>Type:</b> Output, outcome or impact?</p> <p><b>Source:</b> If the indicator is customized to the project, write "Custom." If it is an F-indicator, please use the corresponding number found in the indicator database at <a href="http://www.state.gov/f/indicators/index.htm">http://www.state.gov/f/indicators/index.htm</a></p> | <p><b>Definition:</b></p> <p><b>Unit of Measure:</b><br/>Describe the unit that is being measured (i.e. Individual, political party, CSO scorecard, etc).</p> <p><b>Disaggregated by:</b> List out all variables that require disaggregation (for example: women, youth, minority status, religion, political party, province).</p> | Briefly explain any critical assumptions and risks related to this result and objective. | <p><b>Data Source:</b> Explain where the data will be drawn from.</p> <p><b>Collection &amp; Analysis Method:</b> Explain what method will be used to collect the data, and how the data will be analyzed.</p> <p><b>Potential Data Source and Collection Challenges:</b> Briefly explain any challenges to data source, collection and analysis for this indicator.</p> | <b>Use of data:</b> Explain how the data will be used (for example: to inform programmatic decisions, to measure progress towards the objective, and so on). | <p><b>Frequency:</b> Explain how often the data will be collected.</p> <p><b>Responsible party:</b> Explain which institute and which position is responsible for collecting and using the data (e.g. "IRI field officer").</p> | Clearly explain what the baseline is for this indicator, the source of the baseline data, and the year it was established. | State the indicator target for each year. |        |

# Creating a Better Matrix

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Staff can now think through an M&E Matrix that:

- Includes a mix of input, output, outcome and impact indicators
- Requests data that the program staff can easily produce or access
- Avoids measures that are overly sensitive to/dependent on circumstances outside the program's control
- Makes clear to all stakeholders what expectations are for the program, and has been thoroughly vetted



# Questions?

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